



AMERICAN OBSERVER

News and Issues—With Pros and Cons

VOLUME 25, NUMBER 10

WASHINGTON, D. C.

NOVEMBER 7, 1955

Important Role of Our Schools

Goals Include Preparation for Jobs and Development of Capable Citizens

THE annual observance of American Education Week is now under way. It extends from November 6 through November 12. During this period, special emphasis is being placed on U. S. school problems and activities. Problems in the spotlight include shortages of teachers and of classroom buildings—shortages that stem largely from the rapid growth of America's school population to a present total of about 40,000,000. We discussed these matters at length in the AMERICAN OBSERVER dated September 19.

Now we are taking up another problem: What are the principal aims of education? What tasks should our schools be expected to accomplish? Here are some of the major ones:

Vocational training. In the first place, schools have always been concerned with the teaching of skills that will help prepare each pupil to earn a living, but they go much further along this line now than they did in earlier times.

Many years ago, America's colleges trained few people except the young men who wanted to enter such professions as law and the ministry. High schools, which concentrated on preparing students for college, devoted most of their time to such subjects as literature and Latin. Elementary schools taught little beyond reading, writing, and arithmetic.

Though the early high schools and colleges provided useful training for certain groups of young people, they failed to meet the needs of the great majority. As a matter of fact, they *weren't intended* for the great majority. Most people, until fairly recent times, never went beyond the elementary grades. In 1900, under 10 per cent of the nation's high-school-age boys and girls were actually attending high school. By way of contrast, more than 80 per cent were attending in the early 1950's.

Along with the rapid growth of school enrollment, there has been a tremendous expansion in the number and variety of courses that are offered. Curriculums have been revised and enlarged to meet the needs of greater numbers of students.

In addition to colleges that train lawyers, doctors, and teachers, we now have many which concentrate on science, engineering, agriculture, business administration, and other fields. High schools offer training in such lines as sewing, typing, bookkeeping, scientific farming, auto mechanics, printing, and carpentry—to mention but a few.

Meanwhile, practically everyone
(Concluded on page 2)



A MAN WHO WORKED HARD to strengthen our democracy

Walter E. Myer

1889—1955

THE name of Walter E. Myer is well known to all readers of this paper. His school publications and editorials have been read and studied by many millions of young people during the last third of a century. Teachers in every part of the country have followed Mr. Myer's writings, have heard him speak before educational groups, or have talked with him during his visits to schools throughout the nation.

Mr. Myer's voice has been stilled; his brilliant pen will write no more. Although his influence will continue in the years ahead, his death on October 25 was a sad blow to the multitude of teachers, educators, and youths who valued the wisdom of his words and the friendly, informal way in which he discussed problems with them.

To members of the Civic Education Service, which Mr. Myer founded, his passing is an even greater loss. No one could work long with him without realizing his qualities of greatness.

First, and most important, he was a truly good man. He was humane at all times; never indifferent to the problems, worries, or sorrows of others; always ready to lend a helping hand.

In his relations with employees, Mr. Myer was unfailingly kind and understanding. He never treated anyone as an inferior. His dealings with staff members and others were on a completely equal and democratic basis.

A fine sense of humor was another of his virtues. During trying moments, he had the ability to relieve strain and tension with his ready wit. Yet his humor was never at the expense of anyone else. He could be amusing without offending the feelings or sensibilities of others.

Mr. Myer often said that he was lazy and had a hard time in getting started at his daily work. At the same time, he had a tremendous sense of duty and responsibility. He wanted above all else to serve his fellow men—to make ours a better and safer world in which to live. As a result, this self-confessed "lazy" man did a prodigious amount of studying, writing, and speaking to promote the ideas in which he so strongly believed.

Along with all his other great qualities, Mr. Myer had unusual vision and imagination. While he was still in school, he became convinced that people were not being sufficiently trained to perform their political duties under our democratic form of government. He resolved to do everything he could to remedy this situation.

After graduating from college, he started his career as a high school teacher. Later he went to Emporia, Kansas, and taught in the Kansas State Teachers College. In line with his earlier thinking, he started to deliver weekly lectures on the news and
(Concluded on page 7)

Iran Joins Vital Defense Alliance

Line of Anti-Communist Lands Now Stretches Across the Middle East

SUPPOSE your school football team had a serious weakness at one spot in the line. Then suddenly a new player joined the team and plugged the hole. You would feel much encouraged, wouldn't you, about the team's chances for success?

That is precisely how U. S. leaders are feeling these days over the situation in the Middle East. Russia is directly north of this region. For several years, we have been trying to strengthen Middle-East defenses against the possibility of Soviet aggression. While Russia has been more friendly in recent months, we still think it desirable to have a solid line of countries which are determined to prevent communist aggression in this area.

One by one, Turkey, Pakistan, and Iraq lined up on the side of the free world. But between Iraq and Pakistan there was—until recently—a big gap, 800 to 1,000 miles wide (see map on page 6). Here lay the ancient land of Iran, once known as Persia.

A few weeks ago, Iran decided to join the defense team to which its neighbors belong. Today a chain of nations, allied with the free world, lies between Russia and the rich oil fields and warm-water ports on the Persian Gulf. Russia has for many years cast longing eyes at this area.

The decision of Iran to join with the western powers comes at a crucial moment. The Middle East is today the most generally troubled region on the globe. Arab lands are at swords' points with Israel. The Soviet Union is offering aid to Egypt and Saudi Arabia, and has approved the sale of arms to Egypt by communist Czechoslovakia. France's actions in her North African possessions have aroused Arab resentment against the western lands throughout the Middle East.

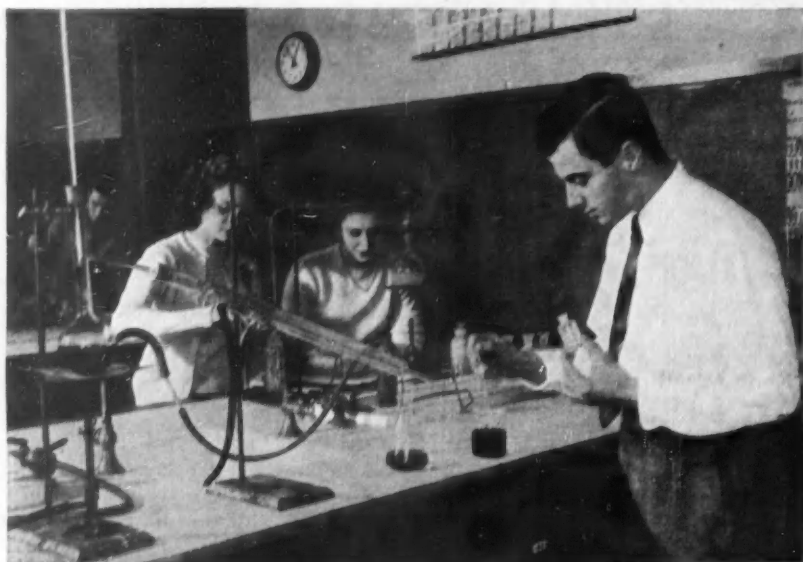
(Continued on page 6)



SHAH (King) Riza Pahlavi of Iran

Schools Play Vital Role in the Life of Our Nation

(Concluded from page 1)



THE UNITED STATES needs far more young people trained in the sciences to meet the needs of industry and defense forces



DISCUSSION GROUPS help train students for intelligent political activity as adult citizens of their communities

agrees that there must be continued emphasis on the basic subjects that are important for success in any field—courses such as reading, spelling, grammar, and arithmetic. According to numerous critics, the schools are now scattering their efforts in so many directions that these basic subjects are badly neglected. Other observers reply that the schools are still doing a good job on the basic courses, besides giving valuable instruction along many other lines.

National defense. The schools contribute to our nation's power, and therefore to its defense, in countless ways. Any training which helps provide America with efficient and productive workers, plus capable leaders, contributes to national strength.

From the defense standpoint, one of the most important fields of training is in science and engineering. Our military forces rely increasingly upon such equipment as atomic bombs and shells, jet planes, radar, and guided missiles. If we can keep ahead of rival nations in developing these and various other weapons, we can feel fairly certain that no enemy will want to risk attacking us.

But the designing and construction of modern weapons require vast numbers of scientists and technicians. Various defense leaders and educators have warned that we are not now training enough of these workers to keep us ahead of Russia in arms development. Last year, Soviet schools reportedly graduated twice as many engineers as did the schools of America.

Many observers insist that something must be done to induce more young Americans to train as scientists and technicians. The question has even been raised as to whether the federal government should offer scholarships as encouragement along this line.

It is frequently pointed out that the high schools can play an important role in the effort to produce increasing numbers of scientists. Many people think these schools should put added emphasis on mathematics and other subjects which provide a background for college courses in science and engineering.

Training for a full and happy life. Quite a few students may be unable to see any connection between happiness

and school attendance. In later years, though, they will realize how much the schools really offered them by way of preparation for leading well-rounded and enjoyable lives.

The schools are already doing much in this field. They encourage the student to develop interest in music, literature, athletics, and hobbies of various types. They teach home economics and other subjects to promote better and more harmonious operation of the family and household.

Whether the school systems are doing enough along such lines, it is hard to tell. Getting young people started on the road to contented and happy living is too big a job for the schools alone. Much responsibility rests upon parents, as well as upon churches and other institutions.

America has changed—within the lifetimes of your own parents or grandparents—from a land of comparatively quiet rural communities to a complex, industrialized, and frequently nerve-racking society. Many people—many families—are unable to make satisfactory adjustments to life under such rapidly shifting conditions. Partly as a result of this fact, we see unhappiness in countless forms—high crime rates, excessive drinking, broken homes, mental illness, and so on.

Since these troubles exist on a large

scale, we know that our schools and other institutions haven't been 100 per cent successful in adjusting young people to meet family and community problems. Nevertheless, even while the schools are in some cases being criticized for "wasting time" on cultural activities of various sorts, they are helping large numbers of young people to develop lasting interests.

Under present-day conditions, the schools can render an especially vital service by stimulating interests that will assist people in using their leisure hours in constructive and enjoyable ways. This job grows more and more important as the use of miraculous labor-saving machinery increases. Such machinery is expected to give us more spare time. Certain labor leaders and others believe that a 4-day work week may be fairly commonplace within the next 10 or 15 years.

While these men may be too optimistic, it does seem certain that the average American will have more leisure in the future than in the past. Through a well-rounded education, a person can develop interests and hobbies which will help him occupy his spare time to good advantage.

Citizenship training. A U. S. government commission, reporting on the hardships faced by American war pris-

oners in Korea, has declared that large numbers of our young men in enemy hands were at a great disadvantage because they knew so little "about the United States and its ideals and traditions." Speaking of certain P.O.W.'s who "went along" with their communist captors, the committee says: "They lacked sufficient patriotism because of their limited knowledge of American democracy."

Life in a prisoner-of-war camp is perhaps the severest possible test of patriotism. But there are milder tests which we meet every day—and often fail. The care with which a citizen obeys the law is one of these. The amount of active, continuing interest he takes in public affairs is another.

It is important that our schools help all young Americans prepare for whatever tests of citizenship and patriotism they may need to face.

Governing a big, powerful, and diversified country—such as the United States—is difficult work. It requires knowledge, training, and interest. Anybody who helps run the U. S. government really needs to know his job.

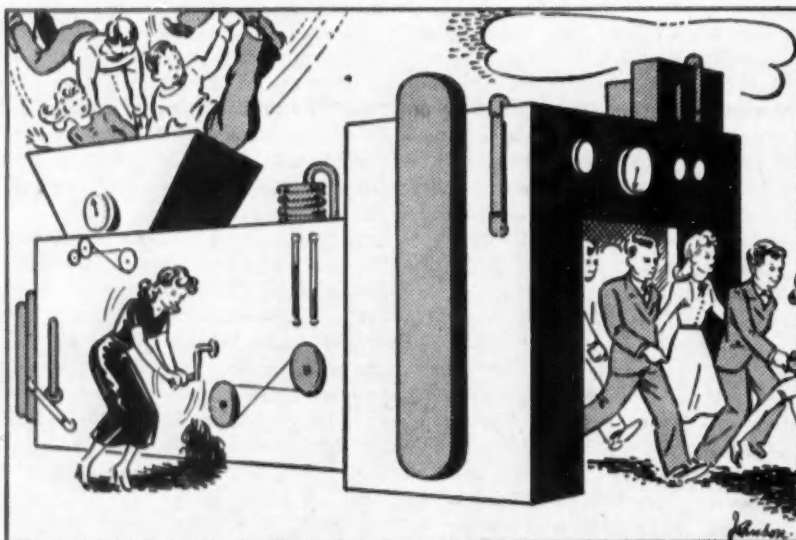
Who is supposed to help manage our nation? You are. All those who are capable of expressing opinions on public questions—all those with the right to vote, now or in the future, are part of the government. Therefore, every American needs training on how to carry out his responsibilities as a citizen. He needs information, not only about our country's history, but also about its current problems.

Many schools are doing a fine job in helping young people to inform themselves on public issues. They encourage their students to discuss such problems calmly and scientifically, and to take an immediate, active interest in the affairs of community, state, and nation. These schools deserve wholehearted public support.

The educational system as a whole may well be called our nation's most important "industry"—an industry which aims to produce well-trained citizens.

"It was in making education not only common to all, but in some sense compulsory on all, that the destiny of the free republic of America was practically settled."

—JAMES RUSSELL LOWELL



THE WRONG IDEA of how our American schools operate. The teacher cannot do all the work. You don't get an education simply by being "run through the mill." Instead, you must exert effort of your own. Our schools offer tremendous opportunities to students who have a keen desire to learn.

Readers Say—

SEVERAL weeks ago, we asked our readers to write us their opinions on whether too many American youths are becoming soft, and whether there is cause to worry about the physical fitness of the nation's young people.

In response, we have received a great many letters from all over the nation. Roughly 85 per cent state that our boys and girls are becoming soft and flabby. About 15 per cent *disagree* with this view, and hold that young Americans are healthier than ever before.

A boy from Iowa writes: "I believe that city folks do not get enough physical exercise to keep them tough. In the rural areas, the youths get a better work-out." A girl from New Mexico suggests that young people are softer today because they have so many machines and labor-saving devices to make life comfortable for them.

Because of space limitations, we cannot quote directly from all the excellent letters we have received. Here is a summary of the views presented by readers who believe our young people are getting soft:

"Easy, modern living has made softies of our youths. More people now watch sports than take part in them. Television has increased this trend toward spectator sports.

"We need better physical education classes in schools. There should be more activities for those who are not on school teams, and for girls.

"Towns and cities should provide more playgrounds for younger children, and more athletic fields and facilities for older youths.

"The young people are not entirely to blame for their condition. There are not enough play facilities and supervised sports outside of school. Also, parents do not set a good example for their children by taking part in various physical activities."

Those who do not believe that America's young people are getting soft argue as follows:

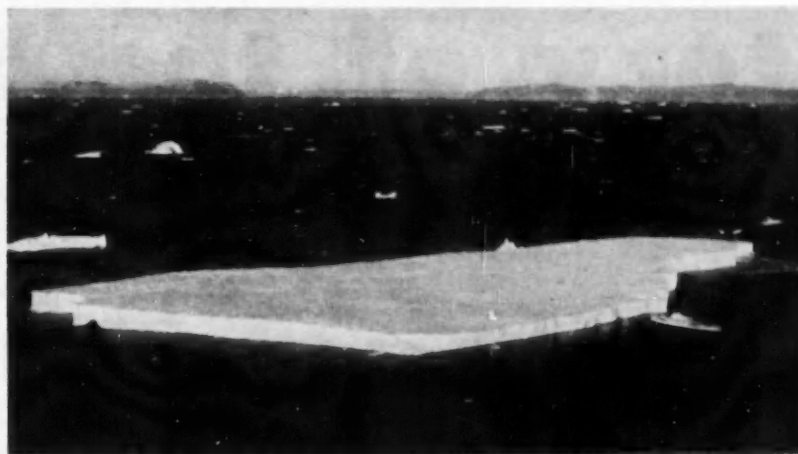
"Surely the record of our soldiers proves that we are not becoming weak and flabby. Our fighting men can withstand the hardships of war as well as ever.

"Most youths are active in sports. Those who are not have only themselves to blame. Don't blame the television sets, but rather those who sit and watch them. Besides, there are many interesting and educational TV programs that young people should watch.

"Most schools have adequate physical training programs. If they were to put more emphasis on their athletics and physical education, that would mean less time spent on other subjects. In the modern world, brains are more important than brawn. Time is better spent on academic pursuits than on building muscles."

These are the general arguments presented on each side of the controversy. We wish to thank all our readers who wrote us on this subject.

Write us your views on other topics of news and interest. In this column, students can express their opinions on public issues, and describe interesting projects in their schools and communities. Take advantage of this opportunity.



THIS HUGE ICEBERG is $\frac{3}{4}$ of a mile long and 80 feet high. The U. S. Coast Guard icebreaker *Westwind* discovered it in the Baffin Bay area off Greenland during a recent 5-month cruise in the cold North Atlantic.

Science in the News

A MONSTER iceberg was recently sighted by a Coast Guard ship in the Arctic seas near Greenland. It measured $\frac{3}{4}$ of a mile long, $\frac{1}{2}$ mile wide, and about 650 feet thick. The berg dwarfed the 270-foot-long Coast Guard ship that sighted it.

Floating icebergs are broken-off ends of ice glaciers that slide into the sea. They vary in size from small chunks to giant islands of ice.

The part of an iceberg that we see is only about one-eighth of its total size. This is because an iceberg is made of fresh-water ice, which weighs about seven eighths as much as sea water. Therefore, it floats about seven eighths submerged in the ocean.

New icebergs are constantly being formed. Most of those in the North Atlantic are made by glaciers in Greenland. Although they melt quickly in the salt water, many icebergs are so large that they travel far south before disappearing. Ships must be constantly on the alert for them.

Government research workers have developed a paint to keep barnacles off the hulls of ships. It has been cus-

tomary for Navy ships to go into dry-dock about once every 9 months to have the barnacles scraped off their hulls. The new paint enables ships to sail as long as 5 years without cleaning.

Barnacles have been a problem to ships for centuries. Some vessels have been found to have as much as 200 tons of sea life on their hulls. That slows their speed and increases the amount of fuel they use.

Army engineers have made a small radio transmitter that operates on electricity created by the voice. The user speaks into a microphone creating enough power to broadcast what he says several hundred feet. When perfected, the gadget could be used by soldiers, police, and others.

An "alarm watch" has been developed that wakes its wearer but lets other members of the family sleep. The watch vibrates at the appointed time instead of ringing a bell. During the day, it can serve as a reminder for appointments.

Radio-TV-Movies

TELEVISION viewers may watch a panel of college students question public leaders on "College Press Conference." The program originates in Washington, D. C., and often has high government officials and visiting foreign dignitaries as its guests.

"College Press Conference" has won numerous awards in its 3 years on the air. It is seen on the ABC-TV network on Sunday afternoons. Check your local papers for the time.

Music lovers recently welcomed "The Symphonette" back for its 8th season of radio broadcasting. This CBS network program is heard on Sunday afternoons. Mishel Piastro conducts the Symphonette Orchestra. It is known as a symphony orchestra for the average music fan, and plays classical music that is familiar to many people.

"Wide Wide World," an NBC television presentation, takes viewers across the nation—and sometimes into other countries—to bring them the latest in entertainment, culture, and

information. Television cameras are on hand to let the audience see the news developments and special events as they occur.

One "Wide Wide World" program spanned 3 countries, showing scenes and activities in the United States, Canada, and Mexico. Another show had TV cameras shooting from an airplane in flight, from underwater, from the deck of a Mississippi River paddleboat, and from a moving San Francisco cable car.

Also, the Grand Canyon was recently televised directly for the first time. For that particular program, about 70 TV cameras were set up in various spots around the country.

"Wide Wide World" is seen approximately every other Sunday afternoon for 1½ hours. Consult your local newspaper for the time and station.

Education TV stations began broadcasting in Chicago and Detroit a short time ago. This brings the number of such stations in operation to 17. Eight more plan to begin broadcasting by this time next year.

Your Vocabulary

In each sentence below, match the italicized word with the following word or phrase whose meaning is most nearly the same. Correct answers are on page 8, column 4.

1. The *electorate* (ē-lēk'turr-it) includes only (a) members of the Republican Party (b) people entitled to vote in an election (c) people who do not intend to vote (d) members of the Democratic Party.

2. The senator did not *equivocate* (ē-kwiv'ō-kāt) in expressing his objections to the foreign aid program. (a) speak distinctly (b) use doubtful terms (c) speak loudly (d) use long words.

3. The political convention got off to an *auspicious* (ās-pish'ūs) start. (a) early (b) quiet (c) favorable (d) gloomy.

4. All nations should use the Golden Rule as their *criterion* (kri-tēr'i-ūn). (a) law (b) standard of conduct (c) motto (d) leader.

5. The two senators' ideas on the subject are *antithetical* (ān-tī-thēt'i-kāl). (a) identical (b) old fashioned (c) well organized (d) directly opposite.

6. The witness displayed his *effrontery* (ē-frūn'ter-i) before the Senate committee. (a) honesty (b) wit (c) personality (d) impudence.

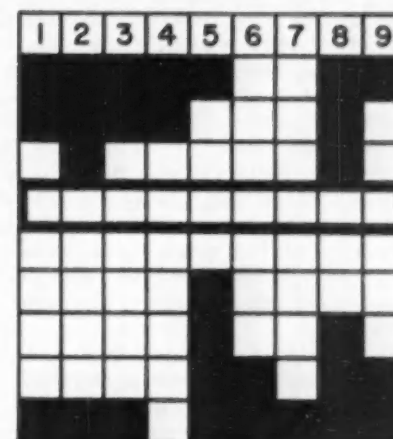
7. The Air Force must remain *vigilant* (vij'i-lānt) 24 hours a day. (a) alert (b) on the offensive (c) efficient (d) strong.

8. The reporter was asked to *corroborate* (kō-rōb'ō-rāt) his story. (a) deny (b) repeat (c) confirm (d) write.

CURRENT AFFAIRS PUZZLE

Fill in numbered vertical rows according to descriptions given below. When all are correctly finished, heavy rectangle will spell something that all of us need.

- Capital of Iran.
- Capital of Delaware.
- Westernmost member of Middle Eastern defense team.
- More _____ training is needed in our schools, defense leaders say.
- Country where Middle East defense group meets this month.
- European member of the defense team.
- Easternmost nation in the team.
- _____ is Iran's most valuable resource.
- Secretary of Agriculture.



Last Week

HORIZONTAL: President. VERTICAL: 1. Egypt; 2. Tyler; 3. seven; 4. Wilson; 5. Harding; 6. Cod; 7. budget; 8. Nixon; 9. Trenton.

The Story of the Week

"Man of the Century"

In 1950, a number of prominent writers, musicians, and artists in 17 countries honored Dr. Albert Schweitzer as "the man of the century." There are many people today who feel that the 80-year-old Dr. Schweitzer is the world's greatest living person.

Over the years, Dr. Schweitzer has won honors from countries around the globe. One of these include Sweden's Nobel Peace Prize for 1952—an annual award granted to individuals who do outstanding work in the cause of world peace. Schweitzer's most recent award came to him a short time ago when Britain's Queen Elizabeth II conferred on him the Order of Merit—one of the highest awards granted by the British.

Albert Schweitzer was born in Alsace—a province on the German-French border. Before he reached the age of 30, he became known throughout Europe for his achievements in religious teachings, music, philosophy, and literature. He was a successful church pastor.

On his 30th birthday, he decided he wanted most of all to help the people of Africa improve their lot. For the next 6 years he studied medicine, because he felt that he could best help the Africans as a doctor.



Schweitzer

In 1913, Dr. Schweitzer began to practice medicine in French Equatorial Africa. He helped with his own hands to build a hospital, and healed many of the sick people who soon came to him in large numbers.

Dr. Schweitzer has devoted much of his life since then to fighting disease and illness in Africa. At the same time, he has also kept up a keen interest in music, literature, philosophy, religion and world affairs.

Nation Is Growing

There are now an estimated 166 million Americans and our population continues to increase all the time, says the U. S. Census Bureau. The government agency, which keeps tabs on population growth, predicts that the nation might have 228 million inhabitants by 1975.

Of course, the population figures given out by the Census Bureau at this time are just estimates, though they usually prove to be fairly accurate. The last complete count of the country's inhabitants was made in 1950, when our population stood at more than 150½ million. The next complete census count won't be taken until 1960.

In its population studies, the Census Bureau found that the territory of Alaska led all states and territories in the rate of population growth with a 62 per cent gain since 1950. Alaska's present estimated population stands at 208,000.

The states of our Far West, according to the government agency, are growing in population at a much faster rate than any other section of the country. Seven states elsewhere have fewer people now than they had 5 years ago. These include Maine, Vermont, West Virginia, Alabama, Mississippi, Arkansas, and Oklahoma.



ROME, Italy's capital, has a new idea for breaking up rioting mobs. These anti-riot cars can spray water colored with red dye on unruly crowds. The turrets, equipped with nozzles, and the driver's cab are protected by wire mesh.

Elections for France?

Under the French constitution, national elections must be held at least once every 5 years. The latest nationwide balloting took place in June 1951. Hence, another election must be held by June 1956. Balloting can take place before the 5-year period is up if the National Assembly (legislature) agrees to earlier elections.

A short time ago, French Premier Edgar Faure asked the Assembly to approve nation-wide elections for December. Faure argues that early balloting is needed to find out how the voters feel about such issues as French policies in North Africa and other problems now before the Assembly. As of this writing, the French legislature hasn't yet agreed to Faure's request.

Meanwhile, some French leaders, including former Premier Pierre Mendes-France, insist that changes be made in the country's election laws before any new balloting begins. There are sharp differences of opinion in France over proposals to change election laws, and a final decision was expected to be made last week.

Under voting rules today, the French citizen usually votes for a political party instead of for specific candidates of his choice. If a party wins more than half of the votes cast in a particular election district, that party wins a big majority of seats at stake there.

Mendes-France and his supporters want elections to be conducted in a

way that is similar to our methods. They want to make it possible for French voters to cast ballots for individual candidates of their choice.

Disarmament Plans

There has been much thought and discussion among diplomatic circles and among people of all walks of life concerning President Eisenhower's aerial inspection plan. According to this proposal, the United States and Russia would have the right to fly over and photograph each other's territory. So far, the proposal has been limited to the boundaries of these 2 nations. It does not include bases which we have overseas, or military installations possessed by Russia in her satellite countries and communist China.

Harold Stassen, the President's disarmament assistant, has stated that the aerial inspection plan "would provide against great surprise attack, whether by nuclear or conventional means." Critics take issue with this viewpoint.

Soviet leaders ask this question: "Couldn't the United States launch an attack from its bases in North Africa, or from aircraft carriers at sea?" Many Americans ask the same question in reverse: "Couldn't Russia use the satellite countries and Red China as points from which to begin another World War?"

Supporters of the Eisenhower plan say that it is an important step in the right direction, that it can be strength-

ened as time goes on, and that meanwhile we'll be on the alert against the possibility of any surprise attack. Opponents of the proposal reply that either we must adopt a foolproof system of arms inspection right from the outset or continue to build as powerful a military force as we can.

Plans for Algeria

Algeria, as we reported last week, is one of the French-supervised North African lands that is making trouble for France. A number of responsible French leaders now feel that sweeping and speedy reforms are needed to avert serious trouble in Algeria. Here, in brief, are some reforms advocated:

1. All children of Algeria ought to be provided with schooling in the native tongue of the region.

2. Mosques and other property of the Moslem religious organization ought to be placed under the control of that group, instead of under the supervision of leaders chosen by the French as is now the case.

3. Owners of irrigated land should be required to plant crops on them. Any such land not put to use ought to be taken over by the government and planted in crops.

4. The old plan under which Algerian farm workers are forced to work for a landowner, and receive only a fifth of the crops for their labor, must be eliminated.

5. New economic development plans ought to be adopted to help overcome the serious unemployment problems that now plague Algeria.

6. Algerians ought to be given responsible jobs in the government.

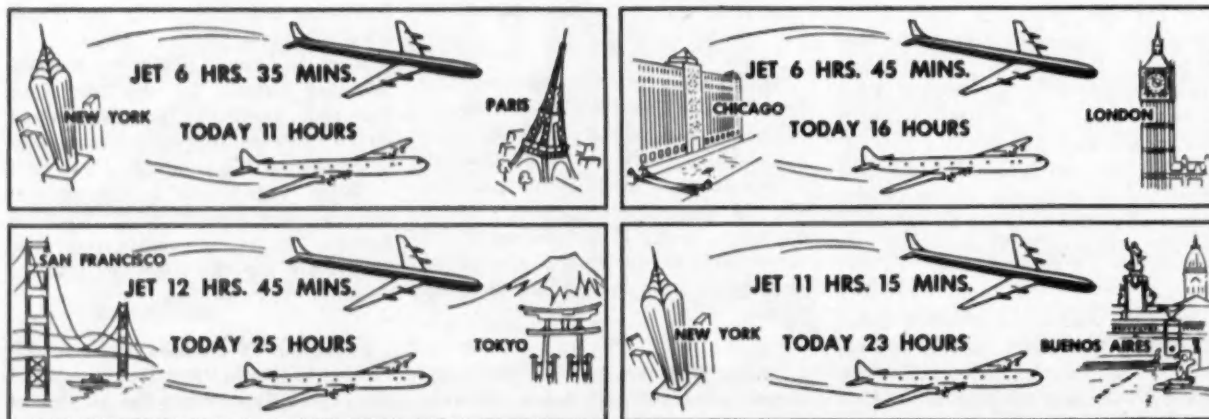
How many, if any, of these suggested reforms will be adopted by the French parliament remains to be seen.

President Diem

"Now that we have a government that is supported by the people, we can become a truly free and united country." Statements similar to this one can be heard in villages throughout the Southeast Asian land of South Viet Nam these days.

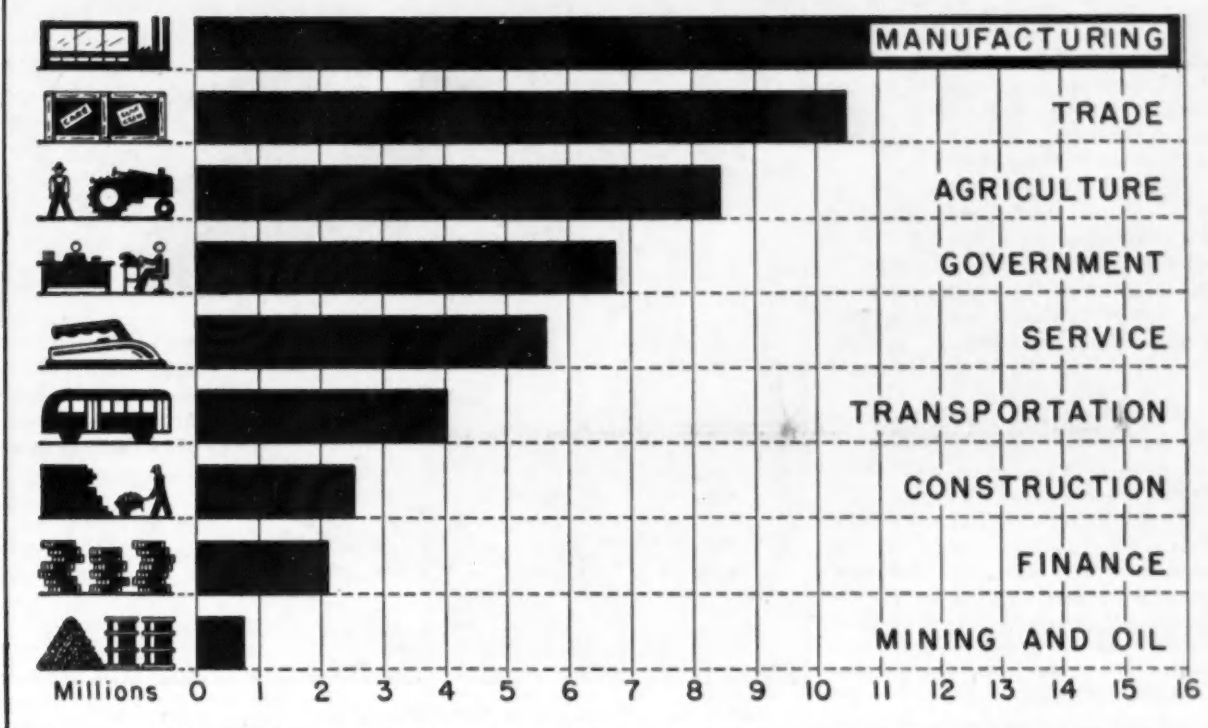
Late last month, South Viet Nam's voters overwhelmingly supported their premier, Ngo Dinh Diem, over their one-time leader, Bao Dai, at the polls. Bao, former Emperor of Viet Nam, remained as nominal head of that land until the recent election even though he has been living in France for the past 19 months.

Now Diem has proclaimed himself president of South Viet Nam and Bao



WHEN JET passenger liners go into service, travel time to distant cities will be cut sharply—as is shown by the examples here. Pan American Airways and United Air Lines have ordered jets which will be used on their main routes.

HOW MOST AMERICANS EARN THEIR LIVING



MOST AMERICAN WORKERS are employed in the 9 fields shown on this chart

no longer holds any position of leadership in that land. Diem plans to ask his people to elect a new parliament soon, and to decide on a constitution for their country.

There are other problems facing South Viet Nam's leader. When the long war between communist rebels and French-supported troops in Viet Nam ended in 1954, that land was split in two—part communist and part free. Communist-led North Viet Nam and France agreed to hold elections in all of the divided land by next July.

Diem objects to such elections. He feels that his country, now that it is almost free of French ties, should not be bound by an agreement signed by France. Furthermore, Diem charges that balloting in Red North Viet Nam would be neither free nor fair, and shouldn't be permitted to help decide the fate of the entire divided country.

Japan Is Grateful

Japan is saying "Thank you" to Uncle Sam for helping her improve the lot of Japanese farmers. In a report issued not long ago, the Far Eastern nation gave credit to the United States for turning 1,332,500 acres of former wasteland into productive farms. That is an area a little larger in size than our state of Delaware.

The Japanese report also says that American policies helped bring about certain badly needed farm reforms. For instance, large estates were divided and sold to individual farmers. Before World War II, nearly half of all farm families in Japan worked on land they did not own, and they received only meager returns for their labor. Now, all but about a tenth of the Japanese farmers own the land they till.

Changes in Japanese farming methods were made when we occupied the former enemy country in the years following World War II. Agricultural reforms were carried out under the direction of Wolf Ladejinsky, an American farm expert who is now

working on land reform problems in South Viet Nam.

Some Need Help

Our industries are booming with activity. All told, some 65 million Americans have jobs. Most of them have good incomes. In fact, the total earnings of all Americans is expected to set a new record for this year.

Despite the business boom, there are some scattered areas of the country where people are without jobs or working only part of the time. They aren't sharing in the good times enjoyed by the rest of the nation.

If President Eisenhower has his way, we shall have a new government agency to help communities that are in trouble. The Chief Executive plans

to ask Congress to set up such an office after the lawmakers return to Capitol Hill next January.

The special agency, according to present plans, would check on the economic health of communities across the nation and figure out ways to help those which need assistance. It would supervise government-sponsored relief programs to unemployed persons. The agency would also provide technical aid to any community in trouble as a means of helping it get back on its feet.

Next Week's Articles

Unless unforeseen developments arise, next week's main articles will deal with (1) Admiral Byrd's expedition to the Antarctic, and (2) France.

THE LIGHTER SIDE

"The wool for this suit I am wearing," observed Smith, "was grown in Wyoming. The cloth was woven in Massachusetts. The thread came from England. The suit was made in Chicago and I bought it in San Francisco."

"Isn't it wonderful," continued Smith, "that so many people can make a living out of something I haven't paid for?"



"Well, well. So you want your trousers pleated. Just one minute, sir, and I'll call the tailor."

A well-known writer holds it to be a disgrace to die rich. The tax collectors are saving a number of persons from this peril.

Somewhat overwhelmed by a flowery introduction praising his charm and ability, the speaker faced the audience and began his address:

"Ladies and gentlemen, I can hardly wait to hear what I'm going to say."

A long-winded toastmaster had kept his audience fidgeting and squirming for 50 minutes following a formal dinner. Finally his supply of words ran out. "And now," he said, turning with a smile, "I'm going to call upon Mr. Richworthy to give his address."

Mr. Richworthy arose, and said:
"My address is 922 Lombard Street,
and I'm going home."

Office Boy: There's a salesman outside with a mustache.

Executive: Tell him I've got a mustache.

People who think the art of conversation is dead merely have to sit in a movie audience during a picture.

SPORTS

WHO's the biggest high-school football player in America? We can't say for sure, but Herbie Diedrich of Dundee (Illinois) Community High School is certainly in the running for that distinction. He weighs 335 pounds, and is 5 feet 8 inches tall. According to his coach, Herbie "plugs quite a hole in the line."

Tryouts are starting this month for berths on the U. S. hockey team which will compete in the winter Olympic Games in Italy early next year.

Players who want to make the team will gather in one or another of the following cities: Minneapolis, Minnesota; Grand Forks, North Dakota; Houghton, Michigan; Ann Arbor, Michigan; Boston, Massachusetts; and one other city as yet unnamed. From these tryouts and later eliminations, a 17-man squad will be picked to assemble at Duluth, Minnesota, on December 15 for opening team practice.

The U. S. is hoping to win its first global title in ice hockey. The Canadian team generally wins the Olympic competition.

A young Iranian (see article on page 1) is one of the outstanding sophomore football players at U. S. colleges this fall. He is rugged Jim Bakhtiar of the University of Virginia.

Bakhtiar is the son of a doctor in Iran. The youth came to America for his education, and hopes eventually to be a doctor in his native land. He attended high school in Washington.



JIM BAKHTIAR, native of Iran, is a University of Virginia gridiron star

D. C., and caught on quickly to our type of football.

Jim is a smashing fullback and, as a line backer, is a fierce tackler. Virginia fans predict that he will be an All-American before his college career is over.

What's the record? For the broad jump, the world record is 26'8 1/4". Jesse Owens of Ohio State University made the mighty leap in college competition in 1935.

High school record for the event is 25'4 1/4", set by Monte Upshaw of Piedmont, California, in 1954.

If these distances don't seem impressive, just try pacing them off!

Iran Joins Pact

(Continued from page 1)

Consequently, Iran's joining the pro-western defense group is the first really good piece of news we have had from this part of the world in some time. Later this month representatives of the nations bound together in the defense group are expected to meet at Baghdad, Iraq, to make specific plans. What they do there may help stabilize this troubled region.

Turkey has a strong army, and would, it is felt, give a good account of itself if called upon to confront invading troops. The defense forces of Pakistan, Iran, and Iraq are weaker, but are being strengthened with U. S. assistance.

Britain Belongs

Great Britain is also a member of the defense group. The British island-colony of Cyprus in the Mediterranean fits properly into the defense line. The U. S. does not intend to join the group—for the time being, at least—though we have close ties with all the members.

(The pro-western defense group is sometimes called the "northern tier." It includes northern countries of the Middle East as opposed to southern nations such as Egypt, Saudi Arabia, and others. The member nations are also sometimes referred to as the Baghdad pact powers, since the original pact was signed in that city.)

The Soviet Union has protested Iran's decision to join the defense alliance, which Russian leaders denounce as a "military grouping" aimed at the Soviet nation. The Iranians reply that it is ridiculous to infer that these small lands of the Middle East have aggressive designs on their big neighbor to the north.

While U. S. leaders are pleased at Iran's action, they also know that the development does not assure peace in the Middle East. It is a step in the right direction, but it is plain that Iran has a long way to go before she can actually be considered a strong asset to the western defense setup.

This land, now linked with the western nations, is about two thirds the size of that part of the United States east of the Mississippi River. Most of the country consists of arid plateau, brown and desolate. Along the edges of the tableland are ranges of mountains resembling our Rockies. Small coastal lowlands adjoin the Caspian Sea and the Persian Gulf.

Nearly 20 million people live in Iran. Unlike most Middle Eastern lands, there are few Arabs. Like their Arab neighbors, however, most Iranians do practice the Moslem religion. The typical Iranian is a poor farmer whose biggest problem is getting water to irrigate his fields. He probably lives in a house of mud bricks.

About 15 per cent of the Iranians are nomadic herdsmen. They ride horseback, live in tents, and drive their flocks from area to area.

A small group of citizens are well-to-do. They consist mostly of big landowners who count their holdings not in mere farms but in entire villages and huge estates. Many of them live in Tehran, Iran's capital, and other cities. They dress and act just as wealthy Europeans do.

Iran has one major asset—oil. The nation is one of the big petroleum reservoirs of the world. Iran's oil, directed toward western users, can do much to strengthen the free world. This "black gold" serves today as the lifeblood of both military power and industrial might in most lands.

Iran's Petroleum

Not so long ago, however, Iran's petroleum was the source of a bitter controversy. In the spring of 1951, that country suddenly seized all oil properties which, for many years, had been leased to a British firm. The Iranian government announced that it would operate these properties itself. Leader in this move was Mohammed Mossadegh, Iranian Prime Minister at that time, and foe of the British.

With Mossadegh in power, the outlook seemed bad for the western nations. But the plans of the Iranian Prime Minister did not work out as he had hoped. His country did not have enough engineers and trained



IRAN has a frontier with Soviet Russia that is about 1,000 miles long

technicians to run the oil industry successfully. In addition, Britain exerted pressure to keep most other nations from buying Iranian oil.

Iran suffered greatly from Mossadegh's actions. Many Iranians who had been employed in the oil industry were thrown out of work. With its oil revenue dwindling, Iran had to stop its welfare program. As troubles mounted, the native communists grew stronger, and there was a distinct possibility that Iran would fall into the hands of the Reds.

In the midst of this crisis, rising discontent in Iran brought about the overthrow of Mossadegh by an anti-communist group. The Prime Minister was thrown in jail, where he remains today. Prompt steps were then taken to restore friendly relations with the western nations and to get the oil industry operating once more.

Under the present arrangement, Iran continues to own the oil properties within her borders. At the same

time, she has contracted with a number of companies from other lands to operate most of the oil fields and run the big refinery at Abadan.

The foreign companies, which include U. S., British, French, and Dutch firms, keep half the profits, and Iran's government receives the other half. Iran's income from this arrangement is expected in time to amount to about \$200,000,000 a year.

Some big questions remain unanswered, though. For example, can oil revenue finance a program to raise Iranian living standards and bring about stability? Or will the underlying misery and discontent that helped to create chaos under Mossadegh again upset the government?

Certainly Iran's deep-seated troubles will not be cured overnight. Probably the biggest problem is the misery of the farm population. The great majority are disease-ridden and illiterate. Many are perpetually in debt to money lenders whose interest rates are exorbitant.

The typical farmer may earn about \$75 a year. He is usually a sharecropper, working the land for about one third of the crops he produces for his landlord. He has only the most primitive tools, and needs clothing, decent housing, and medical attention.

Widespread Poverty

Iran's poverty-stricken masses are ready material for any troublemaker who wants to rebel against the government. Iran's Shah, Riza Pahlevi, is well aware of this fact, and has begun a program of land reform. It provides for the breakup of large estates into small farms which the tenants may buy and pay for over a 25-year period.

As Iran's biggest landowner, who at one time probably owned one twentieth of the country, the Shah is practicing what he preaches. Some 4,000 families have already been established on 125,000 acres formerly belonging to the Iranian ruler. The payment for the land is placed in a special fund used to finance farm improvement.

Under the Shah's leadership, Iran is also pushing economic improvements and health and education plans. Irrigation programs are under way. At least 100 mobile schools are now



TEHRAN, CAPITAL OF IRAN, lies inland about 70 miles from the Caspian Sea. Population is around 1,000,000.

in operation for the nomadic tribes. Illiteracy has been declining since a compulsory education law went into effect in 1943, but schools are still lacking in many areas.

The biggest obstacle to the Shah in his efforts to modernize his country may be the small group of big landowners, many of whom do not see eye to eye with their ruler on land reform. This group has dominated the nation's economic life for years, and will probably not give up its privileges without a struggle.

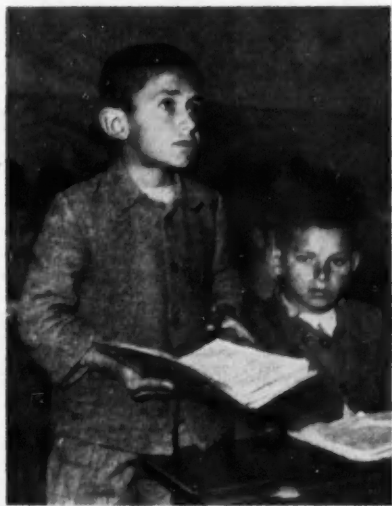
The Shah has few strong allies upon whom he can rely. Political parties are not well organized in Iran, and there is practically no middle class. Those who benefit by the land-reform program carry little political weight. In fact, Riza Pahlavi runs the government to a large extent by himself, though his nation has a prime minister and parliament.

For some years, the United States has been helping Iran tackle her social and economic problems. During the time of the Mossadegh rule, we held back our aid, but over the past 2 years we have granted assistance totaling about \$225,000,000.

This money is being used for many purposes. It pays for essential imports, for improving farming, for raising health standards, and for strengthening the Iranian army. The latter, numbering about 130,000, uses American equipment and has been trained by U. S. military men.

With its 1,000-mile border along the Soviet Union, Iran must always be on the alert. During World War II, the Russians stationed troops in Iran, and showed no intention of removing them afterwards until the matter came before the United Nations. Then world opinion brought about the Red Army's withdrawal.

Iran must also watch for renewed



IRANIAN students in school

communist activity at home. During the time of Mossadegh, the Reds made big gains, but today their activities have been curbed and many leaders are in jail. Nonetheless, so long as abject poverty is widespread in Iran, the communists will have the conditions which may enable them to overthrow the government. U. S. leaders feel that speedy progress in raising living standards is the best insurance against a comeback by the Reds.

If Iran can lick this problem, our leaders are confident that she will become an extremely valuable member of the western defense team. Her decision to join in the Middle East defense pact may go far to bring peace to one of the world's most troubled areas.



CHEESE MARKET in Alkmaar, a picturesque town in the Netherlands (Holland)

Nation of Progress

Many People in a Small Area Are Successfully Coping with the Difficult Problems of Today

THE Netherlands, possessed of a large population in a small area, has been making rapid industrial strides in the effort to maintain and raise her already high standard of living.

The Dutch are truly a colorful and industrious people. Their habits and customs seem to have a mystical attraction for storytellers who have popularized them in tales such as *Hans Brinker*, and *The Leak in the Dike*. Descriptions of canals, dikes, windmills, tulips, and wooden shoes have fascinated generations of American readers.

The Land: The Netherlands, or Holland as it is frequently called, consists mainly of flat terrain, one fourth of which is below sea level. The map of Holland changes quite often as land is either flooded by or reclaimed from the sea. At the present time, large areas of the Zuider Zee are being recovered and turned into fertile farm land.

Holland is the most densely populated nation in the world. About 10½ million people live in an area one third the size of Pennsylvania. There is an average of 800 people per square mile, as compared with an average of 50 people per square mile in the United States. Amsterdam, Rotterdam, and The Hague (seat of government) all contain more than 500,000 inhabitants.

Agriculture: Until recent years, Holland's economy was based primarily on agriculture. Since the Second World War, industry has made rapid strides and has surpassed agriculture as the major factor in the nation's economy.

Despite the trend toward industrialization, the farmer still plays an important role, however. Holland remains the world's leading exporter of dairy products. In addition, she sells to other lands a large percentage of her potatoes, vegetables, and flower bulbs. In return, she imports sizable quantities of wheat, corn, cotton, sugar, and coffee.

Industry: Industrial production has doubled since 1945. It now accounts for 50 per cent of Holland's income and 60 per cent of her exports. Among the more important industries are steel, aluminum, textiles, chemical products, electrical equipment, and shipbuilding.

How the People Live: There is only 1 car for every 68 people in Holland as compared with 1 for every 4 people in America. Transportation is based mainly on an extensive system of rivers and canals.

The general standard of education is high. Illiteracy is almost unknown among the people of the Netherlands.

Living conditions are also good. The people are well housed, and they have a longer life expectancy than any other people in the world. While the average citizen of that country does not enjoy as many luxuries as the average American does, he is well supplied with the necessities of life.

A Brief History: The history of the Netherlands has been deeply affected by her geographical position. Her close relationship with the sea has resulted in both disaster and benefit for her people. Holland's unending struggle with the sea is well known, but many people are unaware of the power which naval control of the ocean once gave the Dutch. It enabled them to build up a vast colonial empire.

Today, Dutch Guiana, in South America, and West New Guinea, in the Far East, are the last remaining traces of this overseas dominion. Yet, Dutch influences remain where political control has vanished. For example, many cities and towns in New York state and elsewhere have Dutch names. Even Brooklyn, which is considered typically American, can trace its ancestry back to Breuckelen, Holland.



DRAWN FOR AMERICAN OBSERVER BY CRAIG

Walter E. Myer

(Concluded from page 1)

its meaning. The lectures were so popular that they were soon being mimeographed and widely distributed among the students. Next came a printed four-page paper which was used in a number of Kansas high schools.

Before long, it occurred to Mr. Myer that he should be publishing current history material for schools throughout the nation. His idea was strongly endorsed by William Allen White, the famous Kansas publisher and political leader, who was a close friend of the Myers. Thus, in 1925, Mr. and Mrs. Myer began publishing in the nation's capital.

Today, their current history papers—*American Observer*, *Weekly News Review*, *The Junior Review*, and *The Young Citizen*—are read and studied by students in all our states and territories. These publications are also circulated in more than 20 lands abroad.

So a Kansas teacher with vision realized his goal. He proved that there was a vital need for the type of political education which he and a few others pioneered. The nation's schools are now conducting such training on a large scale. Millions of American adults are better citizens today because, in their youth, Mr. Myer helped them form the habit of studying public problems scientifically and guided them with his character-building editorials.

Mr. Myer's vision did not stop at getting his current history papers started. He was also foresighted enough to know that someday he could no longer carry on the work to which he dedicated himself. Consequently, he trained a staff of writers and educators capable of continuing this program beyond his lifetime. During the last few years, he practically withdrew from the editorial management and supervision of his papers, so that the staff might stand on its own feet.

Deeply as we feel the loss of Mr. Myer, we are doing what any organization must do under such circumstances. We are going on with the work which he would want us to do. His example will always be a source of inspiration and guidance.

—CLAY COSS.

Your Gallery

Each day you hang up in your mind pictures of memory. Some of them will fade with time, but others will be with you as long as you live. Your experiences of today are your memories of tomorrow. You are not done with your daily actions when the sun goes down. You will look back on them through all the days and years to come.

What are you contributing now to your future memories? How will the things you are doing at the present time look in retrospect? What of the pictures you are hanging today—the pictures you will be viewing through all your tomorrows? When you recall in memory your present actions, will you be proud or ashamed, happy or depressed? Will the memory of what you do today haunt you or inspire you? These are questions to consider as you build your gallery from day to day.

—WALTER E. MYER

A Career for Tomorrow - - Why Not Teach?

It is estimated that total school enrollments will increase by more than a million students a year for the next 10 years. Large numbers of additional teachers will be needed to handle the increased enrollments, as well as to make up for the present shortage of persons trained in this profession. Hence, job opportunities in teaching will be good for years to come.

Your duties, if you become a teacher, will be to instruct your students in one or more subjects, help direct various activities in your school, and advise students on their problems. Some teachers are especially trained to work with handicapped children, while a number of them specialize in problems concerning youth guidance.

Your qualifications should include patience, tact, understanding, and a real interest in, and liking for, young people. Of course, you will also need a thorough knowledge of the subject matter you are to teach.

Your preparation will depend upon the kind of school in which you plan to devote your efforts. For both elementary and high school teaching, you will need 4 years or more of college work. Prospective elementary school instructors should concentrate on how to give instruction in basic subjects such as reading, writing, and arithmetic. Those who train for high school teaching specialize in and teach subjects most interesting to them.

College and university teachers also give instruction in their fields of specialization. To advance to this level of teaching, it is usually necessary to

have a Ph.D degree, requiring 3 or 4 years' study in addition to the regular 4-year college course that all teachers take.

Scholarships are available to young people who plan to become teachers and who can qualify. Ask your teacher or principal about scholarship opportunities in your area. For a listing of



TEACHER and student

such grants throughout the country, write to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Ask for "Scholarships and Fellowships Available at Institutions of Higher Education," and enclose 55 cents in coin.

Your salary will vary. Beginning teachers in some rural areas may earn as little as \$2,000 or less a year. In the larger cities salaries go up to

\$8,000 annually, though they are usually between \$3,500 and \$6,000. The average earnings of teachers throughout the nation amounted to about \$3,800 in the past school year. Salaries for college instructors are somewhat higher than these.

Advantages include the satisfaction of knowing that no other occupation is more important than this one. Teachers have the vital responsibility of helping to develop the abilities, personalities, and characters of tomorrow's leaders and of people in all walks of life.

While salaries are low as compared to those in professions requiring comparable training, the pay of teachers is slowly edging upward in most communities. Also, it is easy to get a teaching position in almost any part of the country, and probably will be for some years to come.

Disadvantages are (1) the relatively low incomes in many parts of the nation, and (2) the large amount of overtime work which teachers must do in addition to their regular school schedule. The grading of papers and the directing of outside school activities often make for a long work day. By your own observation and by talking with teachers, you should be able to decide whether you think this is a good field for you to enter.

Further information may be obtained from your teacher or principal. You can also get material by writing to the Future Teachers of America, National Education Association, 1201 16th Street, N. W., Washington 6, D. C.

News Quiz

Education Week

1. Has the percentage of young people attending high school increased *sharply* or *moderately* during the last half century?
2. Describe how our schools and colleges have extended their work of helping prepare students to earn a living.
3. What facts lead some people to fear that Russia may eventually get ahead of us in science and engineering?
4. Point out some of the evidence which indicates that there needs to be a greater effort, in the schools and elsewhere, toward adjusting young people to meet family and community problems.
5. Explain why the need for stimulating interest in hobbies and other such activities is likely to increase.
6. According to a government commission, how did the lack of citizenship training handicap numerous U. S. war prisoners in Korea?
7. How are many schools preparing young people to perform political duties in our democracy?

Discussion

1. Do you or do you not believe that the federal government should offer college scholarships—especially to students who want to become engineers and scientists? Give reasons for your answer.
2. In your opinion, what is the most important single step that could be taken to improve our schools? Explain.

Iran's Role

1. In what way did a recent action of Iran encourage U. S. leaders?
2. List the countries of the pro-western defense group in the Middle East.
3. Briefly describe Iran's geography and people.
4. How did the oil controversy threaten for some time to harm the western nations?
5. What is Iran's biggest problem?
6. How is the Shah attempting to meet this problem?
7. What obstacles confront the Shah in his efforts to better living conditions?
8. To what extent is the United States helping Iran?

Discussion

1. Do you think our government should increase or decrease the amount of assistance we are giving to Iran? Explain.
2. Do you think that the United States should join the Middle East defense pact as Britain has done? Why, or why not?

Miscellaneous

1. Who is Dr. Albert Schweitzer and what are some of the honors he has received for his work?
2. How many Americans may there be by 1975 according to the U. S. Census Bureau?
3. What issue might cause a postponement of French elections suggested for next December?
4. Give arguments for and against President Eisenhower's disarmament plan.
5. Describe some of the reforms for Algeria proposed by certain French leaders.
6. How have our farm policies in Japan helped that country?

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- "Can He (Iran's Shah) Hold Back the Red Tide?" by Ernest O. Hauser, *The Saturday Evening Post*, September 3, 1955.

Answers to Your Vocabulary

1. (b) people entitled to vote in an election; 2. (b) use doubtful terms; 3. (c) favorable; 4. (b) standard of conduct; 5. (d) directly opposite; 6. (d) impudence; 7. (a) alert; 8. (c) confirm.

Historical Background - - Changing Schools

DO you ever think about the educational advantages that are yours in today's schools? Or do you complain about your lot as a student, saying that your lessons are dull and that you have too much homework to do?

The next time you find yourself complaining about your school life, it might make you feel better to compare your situation with that of students in earlier years. Just imagine how a typical student, let's call him George Smith, fared just 75 years ago—in 1880.

George, like a majority of other Americans of his time, lived in the country. Chances are that he got up much earlier than you do in the morning. He had to feed the livestock and do other farm chores before eating his breakfast and getting ready for school. He walked a distance of about 2 miles to get to school. There were no cars or buses to provide transportation in those days.

George's school had a single room, with a big wood-burning stove in the middle of it. A steaming kettle was put on the stove to keep the air in the school from getting too dry. A black stovepipe, held up with wires fastened to the ceiling, extended across the room to the chimney.

In one corner of this old schoolroom stood a bucket of water, with a long-handled dipper, for drinking purposes. George and his classmates hung their coats and hats on pegs along a wall and sat down at rough wooden desks.

One teacher taught all grades in the room, which was frequently crowded

with students. The subjects taught were limited mostly to the 3 R's—'reading, 'riting, and 'rithmetic. Most textbooks were very dull. Little or no effort was made to liven them up or to make them interesting.

George and his classmates regarded their studies as a serious and often grim business. They were required



AN EARLY American school

to sit up straight in their wooden benches. A hickory or birch switch was usually handy, in case anyone misbehaved. The teacher assigned lessons in the texts, which the students recited back to the instructor after having memorized them.

As a rule, the teacher didn't have time to give instruction beyond the 3 R's, for the school term was short, usually lasting only through the winter months. During the rest of the year, young people were needed to help plant crops and do other chores at home. Moreover, many teachers weren't prepared to go beyond the basic subjects. Teachers were poorly

trained, if at all. Many of those who were trained had spent only a few days or weeks at a "teachers' institute" to prepare for their work.

On blustery winter days, when students couldn't go outside to play, they spent all day inside the cramped, gloomy schoolroom. There were no gymnasiums or other indoor recreational facilities. Even when the weather was pleasant, there was little time for sporting events because schoolwork and chores at home came first.

After school, George walked back home. Chores had to be done before the evening meal was put on the table. After the meal, he sat near a kerosene lamp and did his homework.

Of course, life wasn't all drudgery for the young people of George's time. They played games, went fishing, and had fun in many other ways, just as young people do today. Nevertheless, school life is far more pleasant and stimulating today than it was back in the 1880's.

It is hard for young people, who attend classes in modern, comfortable schools, to realize the advantages they have over youths of the past.

Pronunciations

- Bakhtiar—bāk'tī-ār
 Bao Dai—bou di (ou as in out)
 Faure—for
 Mendes-France—mēn'dēs-frāns'
 Mohammed Mossadegh—mōō-hām'mud maw-sā-dēk
 Ngo Dinh Diem—nyō' dīn' dē-ēm'
 Riza Pahlavi—rī-zā' pā'luh-vē'
 Tehran—tē-hrān'